

# DOCUMENT RESUME

ED 236 802

EA 016 191

**AUTHOR** Worthen, Blaine R.  
**TITLE** Technical Assistance to Local Education Agencies: A Manual for Technical Assistance Providers and Recipients.  
**INSTITUTION** Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.; Wasatch Inst. for Research and Evaluation, Logan, UT.  
**PUB DATE** Aug 82  
**NOTE** 54p.  
**PUB TYPE** Guides - Non-Classroom Use (055)  
**EDRS PRICE** MF01/PC03 Plus Postage.  
**DESCRIPTORS** \*Consultation Programs; Elementary Secondary Education; Models; \*Program Development; \*School Districts; \*State School District Relationship; \*Technical Assistance  
**IDENTIFIERS** \*Utah

## ABSTRACT

As a result of an evaluation of Title IV programs commissioned by the Utah State Office of Education, this manual addresses the needs of government agencies in providing technical assistance, such as proposal and report preparation or budget management, to local education agencies. Emphasis falls on the funding of technical assistance services, particularly on the relative merits of various funding sources. The following seven other issues in providing assistance are also considered, along with questions relevant to developing or operating a technical assistance system: (1) developing guidelines for technical assistance services, (2) identifying and maintaining a pool of qualified technical assistance personnel, (3) encouraging client agencies to use assistance programs, (4) keeping records of assistance requests, (5) delivering technical assistance to suit clients' needs, (6) evaluating assistance programs, and (7) providing models for local agency initiatives. Appendixes include a set of sample guidelines for services, samples of memoranda and forms requesting and logging technical assistance, and examples of acceptable final reports to the state from local agencies. (JW)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED236802

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.  
☐ Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*V. L. Hall*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

EA 016 191

TECHNICAL ASSISTANCE TO LOCAL EDUCATION AGENCIES:  
A MANUAL FOR TECHNICAL ASSISTANCE PROVIDES AND RECIPIENTS

THE UTAH STATE OFFICE OF EDUCATION  
G. Leland Burningham  
State Superintendent of Public Instruction

OFFICE OF CURRICULUM AND INSTRUCTION  
Bruce Griffin, Associate Superintendent  
Kenneth P. Lindsay, Coordinator  
Bill E. Cowan, Education Specialist

by  
Blaine R. Worthen  
Wasatch Institute for Research and Evaluation  
Logan, Utah  
August 1982

UTAH STATE BOARD OF EDUCATION  
and  
UTAH STATE BOARD FOR VOCATIONAL EDUCATION  
250 East 500 South  
Salt Lake City, Utah 84111

BOARD MEMBERS

Oscar W. McConkie, Chairman  
District 4  
Salt Lake City 84108

Donald G. Christensen, Member  
District 7  
West Valley 84120

Barbara Ann Smith, Vice Chairman  
District 9  
Roosevelt 84066

Darlene C. Hutchinson, Member  
District 5  
Salt Lake City 84119

Linn C. Baker, Member  
District 3  
Bountiful 84010

M. Richard Maxfield, Member  
District 6  
Salt Lake City 84117

Neola Brown, Member  
District 1  
Cedar City 84720

Jay A. Monson, Member  
District 2  
Logan 84321

Margaret R. Nelson, Member  
District 8  
Provo 84603

G. LeTand Burningham, Executive Officer

LaPreal W. Lublin, Secretary

## TABLE OF CONTENTS

|                                                                                                | Page |
|------------------------------------------------------------------------------------------------|------|
| 1. INTRODUCTION . . . . .                                                                      | 1    |
| 2. FUNDING OF TECHNICAL ASSISTANCE SERVICES . . . . .                                          | 3    |
| 3. DEVELOPING GUIDELINES FOR TECHNICAL ASSISTANCE SERVICES . . . . .                           | 9    |
| 4. IDENTIFYING AND MAINTAINING A POOL OF QUALIFIED<br>TECHNICAL ASSISTANCE PERSONNEL . . . . . | 11   |
| 5. ENCOURAGING CLIENTS TO USE TECHNICAL ASSISTANCE . . . . .                                   | 14   |
| 6. KEEPING TRACK OF REQUESTS FOR ASSISTANCE . . . . .                                          | 18   |
| 7. TECHNICAL ASSISTANCE DELIVERY . . . . .                                                     | 20   |
| 8. EVALUATION OF TECHNICAL ASSISTANCE SERVICES<br>AND SYSTEMS . . . . .                        | 22   |
| 9. ANOTHER MODEL OF TECHNICAL ASSISTANCE: THE USE<br>OF "MODELS" . . . . .                     | 23   |
| REFERENCES . . . . .                                                                           | 25   |
| APPENDIX 1 . . . . .                                                                           | 26   |
| APPENDIX 2 . . . . .                                                                           | 34   |
| APPENDIX 3 . . . . .                                                                           | 41   |

## 1. INTRODUCTION

In February 1980, the Utah State Office of Education (USOE) contracted with the Wasatch Institute for Research and Evaluation (WIRE) to conduct a three-year evaluation of the USOE program(s) funded and operated under Title IV of the Elementary and Secondary Education Act. As part of that evaluation, WIRE was responsible for developing a process to facilitate the provision of technical assistance to local education agencies conducting Title IV projects. In general, this technical assistance was designed to improve the quality of the projects in meeting the purposes of Title IV. It was recognized that many districts whose personnel are well-qualified to operate a high-quality Title IV project may not have staff members with expertise in specialized technical areas that are important if districts are to write competitive proposals or to comply fully with federal and state expectations for Title IV projects. Such technical areas would include, as examples, the following:

- proposal preparation;
- proposal revision;
- internal evaluation;
- budget management to meet Title IV guidelines and fiscal audits;
- preparation for external onsite evaluation team visits;
- preparation of project reports; and
- preparation for presentation of the project for state or national validation as an "adoptable" project.

During the three years of the evaluation, the impact technical assistance to schools had on the ultimate success of their Title IV proposals and projects was assessed. It was found that technical assistance was, for many school districts, a critical determinant in project success. Conversely, project weakness and, in some

cases, rejection of proposals or discontinuation of projects resulted from deficiencies which could have been readily avoided had qualified technical assistance been utilized.

### Purpose of This Manual

What is true for Title IV projects is probably also true for many other educational programs or projects, especially those operated under guidelines which are rigorous and/or technical in nature. In short, the better the availability and quality of technical assistance in areas where districts lack relevant technical expertise, the higher the probability that district projects and programs will be successful.

It is the purpose of this manual to present suggested steps and procedures for use by the USOE or any other similar agency in providing technical assistance to local education agencies. Regional service centers, private agencies, and even school districts with sufficient technical expertise could also use these materials, with only minor adaptations.

Although examples used in this manual are drawn from materials developed in relation to provision of technical assistance in Title IV, they should have broad applicability to technical assistance in other areas.

It should be noted at the outset that much of the material in this manual consists of simple procedures and suggestions that represent little more than "common sense". Yet, distillation of our individual and collective experience in education suggests that such common sense is too often lacking in many endeavors, with the result that inefficient and cumbersome systems are developed where simple and streamlined programs and procedures could have served as well. It is in the spirit of promoting simple and straightforward approaches to technical assistance that this manual is offered.

### Organization of This Manual

This manual is organized around the following topics:

- Funding of technical assistance services
- Developing guidelines for technical assistance services
- Identifying and maintaining a pool of qualified technical assistance personnel
- Getting districts to request technical assistance
- Keeping track of requests for assistance
- Technical assistance delivery
- Evaluation of technical assistance services and systems
- Another model of technical assistance: the use of "models"

Within these topics, several questions one might ask about various considerations in developing or operating a technical assistance system are posed and answered.

## 2. FUNDING OF TECHNICAL ASSISTANCE SERVICES

Local education agencies might obtain needed technical assistance in a variety of ways, but the most common arrangements would seem to be the following:

- assistance provided by a designated individual or group of individuals within the district (supported by district funds);
- assistance provided by a multi-district regional service center (supported by funds from several districts);
- assistance obtained from a private consultant or consultant firm (paid with district funds); and
- assistance provided or arranged by an external agency (supported by federal, state, or other non-district funds).

What are the relative advantages and disadvantages of obtaining technical assistance from within a district, from a regional resource center, from individual consultants or consultant firms, or from outside agencies or services supported by external funding?

Ideally, each school district would maintain on its staff personnel who, collectively, possess all of the technical expertise needed by the district to develop,

operate, and evaluate today's increasingly sophisticated and technical educational programs and systems. Realistically, only the largest districts have resources to employ many such technical specialists. Even here, it is difficult to maintain all the important competencies within any one district staff. Persons hired for their expertise in psychometrics may establish fine district testing programs but prove to be inept in the very different competencies required in curriculum evaluation or needs assessment. Few districts will, therefore, be able to satisfy their needs for all relevant types of technical assistance from within their own districts. Indeed, attempts to do so by maintaining "stables" of technical experts in school districts has generally proven to be a costly if not infeasible alternative.

Despite this issue of feasibility, it is often the case that some of the needs for technical assistance can be provided within the district. Where available, such local technical assistance is often the most helpful, since the district's own technical specialist(s) will usually be familiar with the procedures, personalities and politics of the district that can so often be troublesome stumbling blocks to those who come in from outside the district to provide assistance. Moreover, the internal technical specialist often commands the best ground for providing follow-up services, given his or her proximity and continuing association with other district staff.

One word of caution, however. It is sometimes difficult for educators not themselves expert in technical areas to judge accurately the qualifications of those who claim expertise in those areas. Consequently, district administrators would be well advised prior to hiring district technicians to seek opinions concerning their qualifications from recognized experts in the field. This would help to avoid the too frequent situation where district programs have foundered because of inadequate internal technical support.

Multi-district regional service centers would be expected to find it more practicable to maintain staffs with sufficient technical expertise to serve needs within

their regions, thus freeing districts (especially smaller districts) of the burden of trying to provide necessary technical skills within their own staffs. Reasonably close proximity to districts is usually an advantage of regional service centers, as is continuity of service and at least some familiarity with the district. Conversely, it can be costly to staff even a regional service center with all the important types of technical expertise needed in today's schools, especially if the center is not funded by governmental support, thus requiring districts to share costs. Consequently, many if not most regional service centers can only offer limited technical services which can only reasonably be expected to assist in a fraction of the needs of districts in the service region. And again, the same caution; employment within a regional service center is no guarantee of competence, even though it might lend an aura of credibility. It is still appropriate for districts served by regional centers to seek from recognized experts "second opinions" about the capabilities of center staff before expending significant energy or resources in endeavors dependent upon their technical support.

Assistance obtained from a private consultant or consultant firm has, like the other arrangements discussed above, both advantages and disadvantages. Although such services must be paid by the district and, therefore, will cost more than technical assistance underwritten by external agencies, contracted services typically will cost substantially less than trying to retain fulltime district staff members to provide such services. Outside consultants may be naive about important aspects of the local context, although this can often be corrected by adequate briefings. In some cases, a relatively naive external perspective may be an advantage, especially where objectivity is sought in program or curriculum evaluation.

The prime advantage in using outside consultants, however, is the opportunity for the district to select precisely the type of expertise they need, without a continuing obligation to provide financial support beyond the specific services requested. In this

fashion, some of the most qualified technical specialists can assist a variety of districts with their particular needs. Of course, it is also important here to be certain that would-be consultants or consultant firms indeed have the expertise they claim. Perhaps the best guide here is to examine prior work samples and contact previous client districts served by such independent contractors.

If sufficient financial support from outside sources is available, technical assistance for school districts can be provided or arranged by an external agency at no cost to the district. One example of such an arrangement exists in the national network of Title I Technical Assistance Centers, which was established to provide technical assistance to state and local educational agencies in their efforts to comply with federal regulations for the evaluation of Title I. The federally supported regional resource centers created to assist states and local districts in dealing with the needs of the handicapped represent a second example. Multi-district regional service centers supported by funds external to the district will fall in this category also.

Both of the foregoing examples share a common element; a cadre of technical specialists are employed fulltime by governmentally supported centers to serve as called on by educational agencies. There is, however, an alternate model where federal or state support is provided to support the cost of hiring technical consultants to assist school districts for short periods with short-term technical needs. This model, employed by the USOE to provide technical assistance to school districts with Title IV developmental or adoptable projects, has several distinct advantages. For example, this approach is less costly than maintaining a staff of technical experts in a center, since there is no need to pay for "down time," staff benefits, and the like. In addition, all qualified individuals can be provided opportunities to assist schools in technical areas, depending on specific needs and the skills required. It is thereby possible to provide a good match of district needs and technical experts' competencies.

The relative advantages of the various alternatives discussed above are summarized below in Table 1. To help interpret the table, the criteria listed should be explicated as follows:

TABLE 1

Relative Advantages of Different Approaches  
to Providing Technical Assistance

| <u>Approach</u>                                                    | Funding<br>Provided<br>By: | CRITERION                   |                        |                                |                  |
|--------------------------------------------------------------------|----------------------------|-----------------------------|------------------------|--------------------------------|------------------|
|                                                                    |                            | District<br>Cost<br>Savings | Technical<br>Expertise | Local<br>Knowledge<br>& Access | Objec-<br>tivity |
| Technical Assistance Provided by:                                  |                            |                             |                        |                                |                  |
| 1. District staff                                                  | District                   | L                           | M                      | H                              | L                |
| 2. Staff of multi-district regional service centers                | Districts (shared)         | M                           | M                      | M                              | M                |
| 3. Staff of multi-district regional service centers                | State or Federal           | H                           | M                      | M                              | M                |
| 4. Consultants or consulting firms                                 | District                   | M                           | H                      | L                              | H                |
| 5. Technical assistance center staff                               | State or Federal           | H                           | M                      | M                              | M                |
| 6. Consultants from a "technical assistance pool" (Title IV Model) | State or Federal           | H                           | H                      | L                              | H                |

1. District cost savings are the comparative financial resources saved by using the approach. Generally, this refers to whether or not the approach requires the district to pay for more than the real cost of actual services delivered.
2. Technical expertise refers to whether or not districts can get the best qualified technical specialists to assist with each of their technical needs.

3. Local knowledge and access refers to the technical assistance provider's physical and social proximity to (or in) the district, local knowledge of the context and continuity of contact with district staff.
4. Objectivity refers to impartiality and lack of bias which is especially important in providing technical assistance in evaluation and similar types of activities.

The ratings of high (H), medium (M), and low (L) are estimates of what seems likely to be the case in most instances. Certainly there are conspicuous exceptions to several of the ratings.

The ratings on "technical expertise" for approaches 2, 3, and 5 may need explanation. Ostensibly, such centers are staffed with experts. True as that may be, the number of staff is finite and often too small to encompass within it all the relevant and important technical skills. This deficit is not shared by approaches 4 or 6.

On "objectivity", approaches 2, 3, and 5 fail to receive high ratings simply because the continual association and "repeat business" such center staff members have with particular school districts may often make it very difficult to retain the impartial and non-partisan posture so necessary in evaluation and related activities.

Overall, which is the best approach to providing technical assistance to local school districts?

There is obviously no single answer to this question. If one accepts the analysis in the preceding section, however, the best choice would seem to be the externally funded "technical assistance pool" such as that provided by USOE for Title IV projects.

If external funding were not available, the best choice, on balance, would seem to be the use of external consultants, especially since the only low rating on this approach could be largely rectified by adequate briefings of outside experts brought in to provide technical assistance. It would be rather more difficult to remedy inherent problems in the remaining approaches.

Given the superiority of the "technical assistance pool," the remainder of this manual will deal specifically with suggestions for establishing and operating that type of technical assistance delivery system. Many of these suggestions are relevant to others of the approaches as well, however, so the materials in this manual can be used selectively by those implementing the various approaches.

### 3. DEVELOPING GUIDELINES FOR TECHNICAL ASSISTANCE SERVICES

The importance of developing and disseminating guidelines to both providers and recipients of technical assistance services depends on the purpose the technical assistance service is intended to fill.

#### When are technical assistance guidelines necessary?

Whenever there are boundaries as to what type of technical assistance can be requested and provided. For example, in the Title IV process in Utah, technical assistance providers (called EPAs--"Educational Program Auditors") were required to operate within carefully prescribed guidelines. Those guidelines were made available to all persons selected to serve as EPAs and they were required to adhere to the guidelines in the provision of services to local education agencies (LEAs). LEA project directors who requested EPA assistance were also provided copies of the EPA guidelines to help them determine the range and scope of specific services they might request from an EPA.

#### Are different types of guidelines required for those who deliver and those who receive technical assistance?

Yes, obviously so. It would be as sensible to think that physicians and clients could use the same set of guidelines in performing their independent but unique roles as to assume the same set of guidelines would serve both the service provider and the recipient of such services.

**What should be included in technical assistance guidelines for service providers?**

Adequate technical assistance guidelines for service providers should contain, as a minimum, the following:

- a description of the basic purpose the technical assistance is expected to serve;
- the range and scope of specific services which can be legitimately provided under the particular technical assistance authorization;
- a description of any extant processes which will be used to request technical assistance from them;
- a description of legal and professional considerations in delivering technical assistance services, including conditions under which such assistance would be appropriate or inappropriate; and
- any relevant suggestions concerning the process of consultation which may help improve service delivery.

**What should be included in technical assistance guidelines for service recipients?**

Adequate technical assistance guidelines for service recipients should include, as a minimum, the following:

- a description of the basic purpose the technical assistance is expected to serve;
- the range and scope of specific services which can be legitimately requested under the particular technical assistance authorization;
- a description of any existing processes which service recipients should use in requesting technical assistance;
- conditions under which technical assistance should and should not be requested;
- names of contact individuals who are qualified to provide technical assistance; and
- any timelines or budget information relevant to the requesting of such technical services.

**Sample Guidelines**

An example of a set of technical assistance guidelines appears as Appendix 1 to this report.

#### 4. IDENTIFYING AND MAINTAINING A POOL OF QUALIFIED TECHNICAL ASSISTANCE PERSONNEL

The need for technical assistance arises primarily from three factors. First, educational systems and other human service endeavors are becoming increasingly complex enterprises, because of new technology, sophisticated methodology, and social and legal mandates. Second, these new considerations that must be dealt with by practitioners in education and related fields requires new configurations of competencies rather different from those possessed by most local and state education agency employees.<sup>1</sup> Third, LEAs and state education agencies (SEAs) often need quick but temporary access to competent assistance in technical areas such as evaluation, computer technology, needs assessment, opinion surveys, and the like.

Technical assistance providers (consultants) are individuals with special knowledge and skill which comes from specialized training and/or experience. If the need for technical assistance is to be satisfied, it is apparent that the key lies in identifying and making available to clients those persons whose specialized training or experience has given them special knowledge or skill that makes them particularly qualified to render the assistance needed.

##### What attributes must a technical assistance provider possess?

According to Trohanis, Woodard and Cox (1982), consultants who are most successful possess the following characteristics:

- Specific knowledge and expertise;
- Communication skills;
- Systematic procedures; and,
- Interpersonal skills.

---

<sup>1</sup>There are obvious exceptions to this statement.

The rationale for these seems patently clear. Without specific knowledge of relevant research and methods, the consultant could not speak with authority, and his or her credibility would be low. Poor skills in listening, speaking and writing interfere seriously with efforts to assist others, however astute the consultant might be in the technical content or process involved. Haphazard, disorganized suggestions and procedures are unlikely to prove useful to even the haphazard and disorganized who need help, not emulation.

Finally, interpersonal trust and attributes such as sensitivity and flexibility are the very foundation of good relationships between service provider and recipient.

#### How can qualified technical assistance personnel be identified?

Perhaps the best way is to contact those who have a history of intelligent use of technical assistance to identify those individual consultants with whom they are well pleased. Reactions to services provided by former service providers is a good, though not foolproof, guide. A good supplement would be to contact known experts in the field and ask them for nominations of persons whom they know to have the requisite blend of technical and interpersonal characteristics to make good technical consultants. There is no substitute for compulsively careful efforts to identify the very best personnel for inclusion in technical assistance personnel "pools". Parochialism, "cronyism", and lack of information can be nowhere more harmful than in the choice of consultants.

#### Once identified, how can qualified technical assistance personnel be retained in a technical assistance pool?

At the risk of seeming both simplistic and crass, the answer is, generally, to pay qualified individuals a reasonable fee, depending on their training and experience. It is ironic that many administrators think nothing of paying a physician or lawyer at a rate equivalent to \$80-100 per hour, but balk at paying more than 20% of that

hourly rate to technical consultants whose training may have been just as intensive and long.<sup>2</sup> As in other walks of life, one generally gets in technical assistance about what one pays for.

There are obviously alternative motivations for providing technical assistance. For example, Utah State University and many other universities and colleges maintain "Speakers' Bureaus" which serve as brokerage houses for community groups and civic clubs who seek individuals to speak on selected topics, usually on an unpaid basis. Although some qualified individuals continue to provide this service over long periods, the more typical speaker extinguishes and withdraws after two or three years, resulting in continual turn-over (and sometimes underqualification) on the part of nominated speakers. It is difficult to depend on only volunteer assistance.

Prompt and courteous payment of fees and expenses is another important consideration in maintaining the services (and good will) of service providers. Consultants are unappreciative of the not infrequent situation where not only fees continue unpaid, but reimbursement of hundreds of dollars of travel and other expenses remains unpaid for months, while VISA continues to charge 18% on the unpaid balance!

**What information about the qualifications of technical assistance personnel should be made available to potential users of their services?**

Although others may often serve as brokers in arranging technical assistance or other forms of consultation, it is generally desirable and appropriate for consumers to select consultants directly from among those thought to be qualified for the task. To assist in this selection, information about the qualifications of each individual consultant should be maintained in a "talent bank" which can be perused by consumers. Information about consultants' prior training, experience, substantive and

---

<sup>2</sup>It is interesting to note that business and industry have increasingly recognized the worth of technical experts in education and allied fields and have begun to "pirate" top-flight specialists from many educational agencies by offering enormously better remuneration than that typically offered by LEAs, SEAs and other recipients of technical assistance.

methodological specialization, interests, and availability should all be included in such a bank.

Talent bank information may take the form of individual resumes or vitae, standardized consultant profiles filled out by individual consultants, and references and evaluations of work provided by the consultants' former clients.

For example, in the Utah Title IV program, all individuals who agreed to serve as EPAs were asked to provide brief resumes for inclusion in a USOE file made available to any LEA who wished to examine backgrounds of potential EPAs. In addition, personal knowledge of the particular strengths of each potential EPA were used, as described in a subsequent section of this handbook.

In several other technical assistance centers and systems, consultant profiles are provided to all potential clients. For example, the Technical Assistance Development System in Chapel Hill, North Carolina uses the consultant profile shown herein as Figure 1.

Whatever system is used, it is of paramount importance that those who use technical assistance services are provided with sufficient information to assure them that the individual(s) providing such services is well-qualified to do so. Such assurance is generally greater if the client has had some involvement in the selection of the technical assistance provider. In the absence of such involvement, it is far too easy for perfectly competent consultants to find that their credibility may be called in question by clients who feel that these particular individuals were "foisted off" upon them. Use of a talent bank is strongly urged as a mechanism to endure consultant credibility.

##### 5. ENCOURAGING CLIENTS TO USE TECHNICAL ASSISTANCE

The often laudable "Mother, I'd rather do it myself" attitude is alive and well in many of today's state and local educational agencies. Unfortunately, such

Figure 1

## TADS STATES' CONSULTANT PROFILE \*

Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_  
 Title/Position: \_\_\_\_\_ Federal I.D. #: \_\_\_\_\_  
 Agency: \_\_\_\_\_ Preferred address for contact: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Preferred Telephone: \_\_\_\_\_

Please rate your competence to consult in the following areas: 3-High 2-Moderate Competence 1-Not Applicable

## PROGRAM DEVELOPMENT

- \_\_\_ state planning
- \_\_\_ service needs assessment
- \_\_\_ funding/financial management
- \_\_\_ organizational development
- \_\_\_ evaluation planning
- \_\_\_ technical assistance delivery
- \_\_\_ legislation development
- \_\_\_ standards/guidelines development

## PERSONNEL DEVELOPMENT

- \_\_\_ teacher training, undergraduate
- \_\_\_ teacher training, graduate
- \_\_\_ staff development
- \_\_\_ parent education
- \_\_\_ training needs assessment
- \_\_\_ competency identification

## INTERAGENCY

- \_\_\_ interagency planning
- \_\_\_ interagency facilitation
- \_\_\_ interagency agreement
- \_\_\_ interagency evaluation

## COMMUNICATION/DISSEMINATION

- \_\_\_ public awareness
- \_\_\_ materials development
- \_\_\_ non-print media
- \_\_\_ information systems
- \_\_\_ resource directory development
- \_\_\_ editorial assistance
- \_\_\_ conference planning
- \_\_\_ dissemination/replication planning
- \_\_\_ network/consortia development

OTHER: Please Specify \_\_\_\_\_

Please indicate availability.

I am available to accept assignments:

## WHEN

- \_\_\_ business days
- \_\_\_ weekends
- \_\_\_ school year
- \_\_\_ summer
- \_\_\_ any of the above

## WHERE

- \_\_\_ in my own state
- \_\_\_ in Mid-Atlantic states
- \_\_\_ in New England states
- \_\_\_ in southern states
- \_\_\_ in midwestern states
- \_\_\_ all of the above

## HOW OFTEN

- \_\_\_ less than 5 days/year
- \_\_\_ 6-10 days/year
- \_\_\_ more than 10 days/year

Please indicate fee requirements: \$ \_\_\_\_\_/day

Other contractual considerations (please specify) \_\_\_\_\_

Current resume on file at TADS' office: \_\_\_ yes \_\_\_ no. If no checked, please send us a copy of your resume along with this form.

I understand that this registration is for information only and does not obligate me to accept any assignment and does not constitute an obligation by TADS to offer assignments. Also, this profile will not be duplicated and shared.

Date \_\_\_\_\_

Signature \_\_\_\_\_

\*This profile is taken from page 78 of Trohanis, P.L. Tads and Technical Assistance: Readings on System Design, Needs Assessment, Consulting and Evaluation. Chapel Hill, North Carolina, Summer 1982.

an attitude is sometimes more pervasive than appropriate. Too frequently, individuals who are long on enthusiasm but short on preparation attempt to perform -- with disastrous results -- technical tasks for which they are neither qualified by training nor experience. Strangely, such actions have sometimes come in a context where qualified technical assistance was readily available, sometimes free for the asking. For example, in Utah's Title IV Program, several LEAs performed poorly in technical areas in which the USOE had offered repetitively to provide, free of charge to the district, qualified consultants to assist as needed.

It is not a rhetorical question, therefore, to ask how best to motivate LEAs and other potential clients to make appropriate use of technical assistance services.

How should potential consumers be made aware of the availability of technical assistance services?

The answer is "advertising". Interestingly, most occupants in the field of education (as well as many other public institutions) are reluctant to engage in any specific promotional activity. Although this "shrinking violet syndrome" may have the merit of modesty, it also has resulted in educators often being required to expend considerable energy attempting to identify and locate high-quality programs or well-qualified individuals who could provide needed services. Because some agencies and individual consultants' excellence is excelled only by their furtiveness and unwillingness to appear to be "pushing their products", clients often end up obtaining services from less qualified (and less retiring) consultants or agencies.

In this context, the procedures used in Utah's Title IV system might serve as a model. Specifically, the following steps were taken to maximize the availability and utility of EPA technical assistance to LEAs.

1. All local district superintendents were informed of the availability and nature of EPA assistance in a letter from the USOE which invited districts to submit Title IV proposals for each fiscal year. A "tear-out,

sign and return" page was attached for districts to use to inform USOE officials that EPA assistance was desired.

2. All Title IV project directors were provided with a set of guidelines for EPA services, along with an appropriate cover memorandum which outlined the existence, purpose, and availability of technical assistance for any Title IV project which required it. In addition, the EPA guidelines were distributed at each Title IV project directors' meeting, along with reminders of the availability of technical assistance at no cost to districts.

A sample of the memorandum and guidelines used in Utah's Title IV Program to ensure awareness of the availability of EPA services are provided in Appendix 1 to this handbook.

#### What incentives might prompt better use of technical assistance

It would seem reasonable to conclude that no incentive would be necessary beyond the improvement that results from appropriate use of technical expertise. In Utah's Title IV Program, for example, it is apparent that the EPA assistance provided to LEAs markedly improved the quality and relevance of the Title IV - C projects in those districts during 1980-82. It is also clear that the USOE was willing -- even eager -- to provide EPA assistance at no cost to LEAs to encourage them to obtain and use relevant technical assistance as necessary in their projects. Yet it remained a fact that many districts which demonstrably would have benefitted from help with the technical aspects of their Title IV projects, failed to request or obtain such help through EPA (or other) assistance.

To ensure that districts that receive state funding for innovative programs (or other funding where technical assistance would be important) obtain needed technical assistance, it is recommended that technical assistance, as appropriate, be mandated by the funding agency at the time that specific proposals are approved. Whenever outside funds are involved, making the receipt of necessary technical assistance a

condition of funding for particular projects should greatly enhance the quality and effectiveness of LEA efforts to mount projects where outside technical expertise would be paramount.

## 6. KEEPING TRACK OF REQUESTS FOR ASSISTANCE

Nothing is more discouraging to someone who needs technical assistance than to reach the point of asking, only to find that submitting the request had no more observable results than dropping rocks in a bottomless well. Bureaucratic inefficiency or tardiness in arranging for requested help can be one of the greatest deterrents to effective technical assistance delivery.

### How might requests for technical assistance be recorded and processed?

It is said that an important military campaign in World War II was lost because a beleaguered quartermaster, preoccupied with supplying requests for munitions, failed to record or forward requests for salt tablets. At the risk of belaboring the obvious and presenting what some may see as pedestrian details, there are several things which should be considered, among them the following:

1. As in the case of the "tear-out, sign and return" page mentioned above, some form might be provided to potential clients to use in requesting technical assistance. This form might well contain identifying information about the client agency, a description of the specific program or project on which assistance is needed, the precise nature of the required technical assistance, the time schedule and conditions under which technical assistance might be provided, and (if appropriate) financial considerations which may be relevant. Addresses and telephone numbers for use in further contacts to discuss the technical assistance delivery should also be included. A sample of such a form is shown in Appendix 2.

2. A log should be developed for use by technical assistance providers (or brokers) to record the number and nature of requests for technical assistance, along with information concerning the actual assistance provided.
3. All requests for assistance should be directed to an individual who has responsibility for arranging for the service to be provided.
4. A process should be agreed upon and implemented for matching the requests for assistance with the qualifications of the individual consultants who might render such assistance. Since there may be several appropriate manners in which such requests and service providers may be matched, several considerations are discussed below:
  - a. Information from the talent bank may be used by the clients to identify their own consultants. In such cases, the client may be urged to identify and contact consultants directly and make necessary arrangements to receive the assistance.
  - b. In other situations, the client may rely on the technical service agency or on some intermediate broker (either within or without the client's own agency) to nominate one or more consultants. In such cases, those who arrange for consultation services would be best advised to consider, in addition to items specified above for inclusion in a "talent bank", the following: geographic proximity of consultant and client; compatibility of professional philosophy of the selected consultant and the service recipients; interpersonal and ethnic idiosyncrasies and sensitivities; the consultant's experience working in similar programs; and any conflict of interest situations which may exist (e.g., asking a client to receive technical assistance from a consultant from a competing program).
5. In cases where the client chooses not to contact a consultant directly, it is necessary for the technical assistance agency and/or consultant to make

arrangements for appropriate services, as requested, to be provided. In the Utah Title IV system, form letters were developed and used by USOE officials to communicate with Title IV project directors who requested EPA services and the EPAs assigned to provide those services. Copies of those letters, which might serve as models, appear in Appendix 2, along with a sample of forms used for requesting and logging technical assistance.

## **7. TECHNICAL ASSISTANCE DELIVERY**

Although essential precursors, everything covered to this point in the handbook is really only preamble. It is the actual assistance of a technical expert which is the central focus of any technical assistance delivery system. Everything up to and including the scheduling of the first session between client and consultant should by now have been arranged. Attention must now turn to the actual consultation.

### **Are there different ways to deliver technical assistance?**

Yes. Although face-to-face consultation between client and consultant at the client's home base is the most frequent pattern of technical assistance delivery, it is not the only format. In the previously cited Technical Assistance Development System (TADS) document, Trohanis and his colleagues discuss mail and telephone interchanges, clients visits to consultants' sites, consultations at workshops and conferences, and increasing use of electronic consultations with the help of computers and new tele-communications equipment.

In the same document, TADS listed several common methods of delivering assistance to clients, as shown in Figure 2.

### **What professional standards should be maintained by technical assistance providers?**

The recently developed standards for evaluation of educational programs, projects, and materials that took half a decade or more in their development provide

Figure 2

## Common Methods of Delivering Assistance to Clients \*

|                                  |                                                                                                                      |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------|
| •On-site consultation:           | Consultant is sent to client's location.                                                                             |
| •Course or seminar:              | Client is provided in-depth instruction on topic of concern                                                          |
| •Program visit:                  | Client is sent to another program to learn about its operation.                                                      |
| •Small-group consultations:      | Consultant works with small gathering of several clients on topic of mutual concern.                                 |
| •Off-site consultation:          | Client meets at a specialist's office (e.g., that of a Resource Center Director) to resolve issues.                  |
| •Personal computer transactions: | Clients with terminals may tie into a TA agency data system via phone.                                               |
| •Teleconference:                 | Client confers with consultant or TA agency via telephone.                                                           |
| •Networking:                     | TA agency puts several clients in touch with each other to resolve specific concerns or mutual problems.             |
| •Large-group conferences:        | Large group of clients is convened to work on specific area of concern and share information about practices.        |
| •Audiovisual materials:          | Slidetapes, videocassettes and self-instruction packets are prepared on areas of concern to group of clients.        |
| •Printed materials:              | Awareness books, monographs, fact sheets, bibliographies, and other printed materials are prepared for client group. |

\*This figure appeared as Figure 1 (page 68) of Trohanis, P. L., Woodard, M. P., and Cox, J. O., "Delivering Technical Assistance", in Trohanis, P. L., TADS and Technical Assistance: Readings on Systems Design, Needs Assessment, Consultation, and Evaluation. Chapel Hill, North Carolina: Summer 1982

all necessary guidelines for the professional conduct of technical assistance activities.<sup>3</sup>

## 8. EVALUATION OF TECHNICAL ASSISTANCE SERVICES AND SYSTEMS

As with most services and systems in education, technical assistance activities far too often escape the helpful scrutiny of either formative or summative evaluation. It is simply presumed that such services, since they are delivered by experts, must be helpful. A reasonable assumption, perhaps, but not necessarily an accurate one. Evaluation is as essential to the improvement of technical assistance services as it is to any other area in our education systems.

### How should one evaluate technical assistance services and systems?

The same way one would evaluate any other service or system in the field of education -- by thoughtful use of: (1) description of what is to be evaluated; (2) explication of criteria for judging effectiveness; (3) collection of trustworthy data; (4) analysis of information and application of the criteria to determine effectiveness or utility; and (5) reporting the evaluation results to those who should receive the information. It is beyond the scope of this handbook to outline in detail evaluation methods and procedures. Readers are referred to the following publications all of which contain information relevant to evaluation of technical assistance programs and other education programs.

- Worthen, B. R., and Sanders, J. R., Education Evaluation: Theory and Practice. Belmont, California: Wadsworth Publishing Company, 1973.
- Worthen, B. R., and Wright, Wm. J., Standards and Procedures for Development and Implementation of an Evaluation Contract. Alaska Dept. of Education. Oct. 1975.

<sup>3</sup> These standards are outlined in the Joint Committee on Standards for Educational Evaluation: Standards for Evaluation of Educational Programs, Projects, and Materials. New York: McGraw-Hill Book Company, 1981.

- Brandt, R. S., Applied Strategies for Curriculum Evaluation Association for Supervision and Curriculum Development. Alexandria, Virginia. 1981.

## 9. ANOTHER MODEL OF TECHNICAL ASSISTANCE:

### THE USE OF "MODELS"

Although some may not view it as technical assistance in the strict sense, one of the most effective ways to assist others in improving their performance of technical tasks is to provide them with a clearcut model--an example which is easy to understand and possible to emulate. Indirect technical assistance, through the development and dissemination of models may be among the most effective and least expensive forms of technical assistance.

#### What type of model might be useful as a type of indirect technical assistance?

Perhaps the most useful type of indirect technical assistance is the instructional package--a "do-it-yourself" kit--which enables a consumer to perform technical tasks at an improved and acceptable level. Such packets might be little more than the too-frequently disdained "cookbooks" which provide detailed, step-by-step descriptions of how to perform certain technical tasks. Alternately, they may take the form of model products, such as model proposals or model reports which provide examples to be emulated. Such models are particularly effective if they contain both examples of what is good and examples of what is bad, to help the neophyte differentiate between the two.

For example, although not strictly part of the Utah EPA process, an effort was made to give "technical assistance" to project directors in the preparation of their final reports. This assistance came in the form of a "Model Final Report" which was developed by WIRE and sent by USOE to all Title IV - Part C project directors. This model report was designed as an instructional packet, with annotated

comments inserted to explain the rationale and/or preferred content for specific sections of the report. In addition to an acceptable report, contrasting segments of an "unacceptable report" were included to illustrate how the report should not be written. Acceptable and unacceptable versions of each report section were presented on facing pages so that project directors could compare and contrast adequate and inadequate handling of content for each section. Copies of excerpts of this Model Final Report appear in Appendix 3 herein.

REFERENCES

6  
Trohanis, P. L., Woodward, M. P., and Cox, J. O., "Delivering Technical Assistance", in Trohanis, P. L., (Ed.). TADS and Technical Assistance: Readings on System Design, Needs Assessment, Consultation, and Evaluation. Chapel Hill, No. Carolina: Technical Assistance Development System. Summer, 1982.

# APPENDIX 1

EPA Guidelines and Memorandum  
Sent to Project Directors

# UTAH STATE OFFICE<sup>27</sup> OF EDUCATION



WALTER D. TALBOT  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: All Title IV - Part C Project Directors  
FROM: Bill Cowan  
RE: Availability of Technical Assistance (EPA Services)  
DATE: March 2, 1981

As each of you proceed toward completion of the objectives of your Title IV - Part C project for this year, I thought it might be helpful to remind you that technical assistance is available to you to assist you in complying with various technical requirements of Title IV guidelines. For example, you will recall that you are required, as a condition of receiving a Title IV - Part C Grant, to do the following:

1. conduct an internal evaluation of your project to determine if the stated objectives have been accomplished, (this is separate from the external onsite evaluation which may also be conducted);
2. provide documentation of all project expenditures so as to leave a clear "audit trail" of all financial transactions, including authorization for any shifts in budget categories, etc.;
3. Cooperate with external onsite evaluators in their evaluation of your project (if selected to receive an onsite evaluation visit during 1981); and
4. submit a final report.

Memo: Availability of EPA Services  
Page 2

Although some districts have staff available who possess expertise in the above areas and also have time to help with these activities, that is not so in all districts. To assist those projects which would benefit from additional expert help in any of the areas listed above, we have identified a number of highly qualified technical consultants, whom we refer to as Educational Program Auditors (EPAs). These individuals have agreed to help LEAs with their projects upon request. Costs of EPA services, including honorarium, travel, and per diem, are borne by our office and will not be charged to your project.

Guidelines for the provision and use of EPA assistance are enclosed. If you wish to avail yourself of this source of assistance, please contact me and I will be pleased to identify several qualified EPAs, from whom you can select the individual you would like to have serve you.

I hope you will seriously consider using this resource wherever it would assist you in complying with Title IV regulations and improving the overall quality of your project effort. If you have any questions, please feel free to call me at 533-5061.

Utah State Office of Education  
February, 1981

#### GUIDELINES FOR TITLE IV EPA SERVICES

The primary role of the Educational Program Auditor (EPA) is to serve as an internal evaluation consultant (a technical assistant) to assist the administration and staff of funded Title IV - Part C projects with the formulation and execution of the project's internal evaluation and other technical areas required by Title IV regulations.

Local Education Agencies (LEAs) who receive Title IV - Part C monies have the opportunity of involving EPAs as part of their grants. Once funded, the LEA requests assistance from the State Education Agency (SEA) in securing the services of the EPA. The SEA responds by sending to the LEA a list of persons who are qualified to serve as EPAs. In conjunction with staff from the SEA, the LEA selects an EPA from the list and directly requests that person's services. Once an EPA agrees to serve, the arrangements for service are handled directly between the LEA and the EPA, although the identity of the EPA is to be made known to the SEA.

The costs of EPA services, including honorarium, travel, per diem, and other expenses are borne by the SEA\*. It is the LEA's responsibility to contact the SEA to arrange for the money.

Although it is anticipated that most EPA activities will focus on the internal evaluation activities of the project, a number of other activities are also possible. Listed below are brief descriptions of the types of assistance you may want to request from an EPA.

\*These are Federal Title IV funds that flow to the districts through the SEA. The funds are earmarked only for technical assistance to Title IV projects in evaluation and other related areas requiring technical expertise.

## 1. Proposal Preparation

Particularly as it relates to the preparation of continuation proposals, the EPA is in a position to assist the agency prepare a proposal that meets the technical standards of the SEA and that will compete well for funding support.

Although responsibility for the submitted proposal is assumed by the LEA, the EPA can provide valuable technical assistance in proposal preparation. To assure the EPAs that they are adequately prepared to render such a service, it is imperative that they thoroughly familiarize themselves with the guidelines, models, directions, and descriptive literature related to proposal preparation. The following relevant documents are available from Bill Cowan, Utah State Office of Education, 250 E. 500 S., Salt Lake City, UT 84111, phone number (801) 533-5061.

- Request for Title IV - Part C proposals for FY 1982
- Model Proposals for Title IV - Part C
- Purposes of Title IV - Part C

## 2. Proposal Revision

Proposals for Title IV - Part C funds are sometimes funded with the provision that certain changes recommended by the reviewers be incorporated in the final project plan. For example, reviewers might say that the objectives of the project are poorly stated (not measurable or imprecise) or inadequate (overly process-oriented rather than outcome-oriented), the evaluation design might need refinement, the budget may need clarification, there may be a need for a clearer delineation of project activities and timelines, etc. In such instances, the role of the EPA would be to assist the project correct the noted weaknesses.

Since such assistance requires considerable technical skill on the part of the EPA, the EPA should be prepared to be of genuine assistance in all these areas. Very literally, the project people expect the EPA to be "the expert," and every effort should be made to meet that expectation.

### 3. Internal Evaluation

All Title IV - Part C funded projects are required to include in their project proposals an evaluation plan that is related to the objectives of the project. Although, as noted in item 5 below, the end-of-year evaluation (the summative evaluation) is conducted by an external onsite evaluation team, it is the responsibility of the project to monitor its day-to-day activities to assure that it is on task and congruent with the terms of the proposal, with particular emphasis on the accomplishment of the project's objectives.

Unless the formative evaluation process is given adequate attention, however, it can be forgotten entirely and the consequences can be severe. It is not unusual, in fact, to find that during the entire year of a project, no attention whatsoever is given to monitoring progress toward the accomplishment of the objectives. Occasionally, after the proposal is written and funded, it is filed and its contents essentially forgotten.

To assure that this does not happen, the EPA may be asked to work with the project administrator and staff in the conduct of internal evaluation activities. In this role, the EPA can draw attention to project timelines, assist in the development/selection/adaptation of evaluation instruments, assist in the development and execution of the project's evaluation design, and suggest modifications that should be made based on experiences and data that are generated by the project. It must be remembered that a project's objectives represent before-the-fact attempts

at making reasonable projections of what the project hopes to accomplish. Once the project is initiated, it may be found that one or more of its objectives is, in fact, not reasonable. Without an adequate internal evaluation being conducted, this fact can be missed and the project severely affected.

The absence of adequate internal evaluation procedures generally means that claims of project success or effectiveness cannot be defended--even in those cases where the project director and staff are totally convinced of the project's success. Such an unfortunate circumstance can usually be avoided by appropriate assistance from a well-qualified EPA, thus providing an invaluable service to the project.

4. Budget Preparation and the Establishment of an Audit Trail

A major concern of Title IV is that its support monies be appropriately accounted for and managed. To assure that such is the case, EPA services can be made available to the LEA to assist with budget preparation and to suggest accounting procedures that will establish a clear and precise audit trail of all project expenditures. Recommendations can also be made regarding the identification, use, and assignment of equipment and supplies purchased by the grant so that the onsite evaluation team can easily document project expenditures.

5. Preparation for Onsite Evaluation Team Visit

Many projects are included in the sample of projects to be thoroughly reviewed annually by an external onsite evaluation team. It is the responsibility of this team to objectively assess particular aspects of the project to determine if it is complying with the terms of the proposal, expending its funds as proposed, and generally performing in a manner consistent with the intent of Title IV.

Since the onsite evaluation may raise questions in technical areas, the EPA can be of substantial assistance in preparing for such a visit. Such preparations could include, but need not be limited to: (1) a clear analysis and reporting of project data; (2) a thorough accounting and documentation of project expenditures; (3) where appropriate, the arrangement of interviews with parents, teachers, students, and school administrators; and, (4) the review of products produced by the project.

Before an EPA can adequately prepare the project for the onsite visit, he or she needs to be thoroughly familiar with the onsite evaluation process. To gain this familiarity, the EPA is strongly advised to obtain a copy of "External Onsite Evaluation of Title IV - Part C Projects," dated March 4, 1980. This document is available from Bill Cowan at the address referred to earlier.

#### 6. Preparation of Project Reports

All projects are required to submit end-of-month final reports. Although the LEA must assume final responsibility for such reports, the EPA can provide the project with a valuable service by assisting it with the preparation of such reports. Such assistance can help assure that the reports are technically adequate, well-written, and sufficiently complete.

#### 7. General Assistance

Although most technical assistance provided by an EPA might typically be expected to fall within the areas noted above, other types of general or technical assistance to the project are permissible. For example, EPAs might aid in curriculum development, conducting specialized training workshops, assisting with management plans, and the like.

## APPENDIX 2

Samples of Memoranda and Forms Used to  
Request and Log Technical Assistance

# UTAH STATE OFFICE OF EDUCATION



WALTER D. TALBOT  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: Dr. Frank Ascione  
FROM: Bill Cowan  
DATE: March 16, 1981  
RE: Guidelines for EPA Services

Thank you for your willingness to serve as an Educational Program Auditor (EPA) to the South Summit School District.

You should contact the person listed below within the next few days to arrange a mutually agreeable time for you to meet and provide whatever technical assistance seems appropriate.

Val D. Edrington, Superintendent 783-2119

To help you determine what services are appropriate for an EPA to provide, please read the enclosed "Guidelines for EPA Services" before you begin to provide such services. This is important to make certain the services provided are within the scope of activities permitted under Title IV funding. A copy of these guidelines is also being sent to the project director listed above.

Reimbursement for your services will be at the rate of \$135 per day, with total reimbursement for your honorarium, travel and other expenses you incur not to exceed a total of \$500. Please submit receipts and a reimbursement claim to me at the completion of your services to the district.

I appreciate very much your contributing your expertise to help us improve our Title IV projects here in Utah.

If you have any questions, please feel free to call me at 533-5061.

WC/gm

# UTAH STATE OFFICE OF EDUCATION



WALTER D. TALBOT  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: Val D. Edrington  
FROM: Bill Cowan  
DATE: March 16, 1981  
RE: Assignment of an Educational Project Auditor (EPA) to your project

In response to your recent request for technical assistance on your Title IV - C project, I have assigned the following person to assist you.

Dr. Frank Ascione 750-1464

The EPA should be in contact with you in the next few days to arrange a mutually agreeable time to meet. Or, you may wish to contact him at your convenience at the above telephone number.

To help you know what type(s) of technical assistance an EPA might be expected to provide, I have enclosed a copy of our "Guidelines for EPA Services" which is provided to each EPA. I hope this might help you identify the full range of technical assistance which we intend this assignment to make available to you.

Reimbursement to your EPA will be at the rate of \$135 per day, with payment for his time and all travel-related expenses not to exceed a total of \$500. This should help you plan how much assistance you might be able to obtain. Should you wish to receive additional help from the EPA beyond the \$500 limit USOE will pay, you will need to cover those costs from other funds at your disposal.

If you have any questions, please call me at 533-5061.

WC/gm

Log of Use of EPA Services: 1981

Request from: \_\_\_\_\_

| <u>Date of Request</u> | <u>District</u> | <u>Project</u> | <u>EPA Assigned</u> | <u>Number of Days<br/>of Service Assigned</u> |
|------------------------|-----------------|----------------|---------------------|-----------------------------------------------|
|------------------------|-----------------|----------------|---------------------|-----------------------------------------------|

## REQUEST FOR TECHNICAL ASSISTANCE

To facilitate the delivery of technical assistance (T. A.) to your project, certain kinds of information would be helpful. Please respond to each of the items on this form. DO NOT SKIP ANY ITEMS.

Name of program/project receiving T. A.: \_\_\_\_\_  
\_\_\_\_\_

Parent organization (e.g., school district, agency of government, university/college/department): \_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Contact person(s), Title(s), relationship to the project/program, telephone number, and address (if different than above):

| <u>Name</u> | <u>Title</u> | <u>Relationship to project/program</u> | <u>Phone No. and address</u> |
|-------------|--------------|----------------------------------------|------------------------------|
| _____       | _____        | _____                                  | _____                        |
| _____       | _____        | _____                                  | _____                        |
| _____       | _____        | _____                                  | _____                        |
| _____       | _____        | _____                                  | _____                        |

Please rate the availability of local resources to assist with delivery of T. A. (NOTE: "availability" means that the resources exist locally and can be used, as contrasted with resources that exist but are beyond the geographic or financial reach of the program/project):

|           | <u>Not Available</u> | <u>Not likely to be</u> | <u>Somewhat available</u> | <u>Likely to be</u> | <u>Readily Available</u> |
|-----------|----------------------|-------------------------|---------------------------|---------------------|--------------------------|
|           | 1                    | 2                       | 3                         | 4                   | 5                        |
| Expertise |                      |                         |                           |                     |                          |

If your rating is 3, 4, or 5, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|                | 1 | 2 | 3 | 4 | 5 |
|----------------|---|---|---|---|---|
| Fiscal Support |   |   |   |   |   |

If your rating is 3, 4, or 5, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cooperative Attitude of  
Relevant Personnel    1                    2                    3                    4                    5

If your rating is 1, 2, or 3, please describe: \_\_\_\_\_

Briefly describe your project: \_\_\_\_\_

Precisely, what is the nature of your technical assistance needs?: \_\_\_\_\_

During what period of time will you need the assistance. Please be specific by identifying beginning and ending dates, describing absolute deadlines and periods of time between the beginning and ending when work could not be performed, etc.:

What local conditions exist that would impact on the delivery of T. A., (e.g., distances to be traveled and road conditions, availability of lodging, . . .)?

If you know of a particular consultant that you would especially prefer, please name that person here, and provide his/her address, phone number, and present position:

| <u>Name</u> | <u>Address</u> | <u>Phone No.</u> | <u>Present Position</u> |
|-------------|----------------|------------------|-------------------------|
| _____       | _____          | _____            | _____                   |
| _____       | _____          | _____            | _____                   |

If there is anything else that you can tell about your program/project that will facilitate the delivery of T. A., please add that here: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank You

Return to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### APPENDIX 3

#### Model Final Report Excerpts

## UNACCEPTABLE VERSION

Problems With This Version

1. The nature of the program and the intervention is not clearly described.
2. The age of the target group is not specified.
3. The relationship between parents, teachers, and children is not clear.
4. The origin of the project is not specified.
5. The fact that parents' and teachers' use of CAMS is monitored by project staff is not stated.
6. Objectives are not stated clearly. One objective was omitted.
7. The nature of the evaluation procedure and design is very unclear.

## ABSTRACT

Project LIFT is a program designed to help handicapped children. Parents and teachers are trained by project staff to work with the children using a special procedure called CAMS.

The main purpose of the project is to help handicapped children improve their verbal and visual motor skills.

The project was evaluated through the use of pre- and post-tests which indicated that the children participating in LIFT improved more than non-participants.

## ABSTRACT

Project LIFT is a home and community-based intervention program for handicapped children living in rural areas. The program has been developed, implemented, and evaluated by the Mountain View School District during the last three years. Parents and preschool teachers of identified handicapped children are utilized as the primary intervention agents in working with the handicapped child. Training is provided to the parents and teachers in the use of the Curriculum and Monitoring System (CAMS) developed by the project. CAMS provides intervention procedures and techniques to promote the child's growth in receptive and expressive language, motor development, self-help skills and social-emotional adjustment. Parents and teachers are trained in the correct procedures for using CAMS and are then monitored by project staff on a regular basis. Representatives from the two private schools in the area have participated in an advisory committee which has reviewed and critiqued the project materials and plans. Two children from private schools participated in the project.

Objectives for the project include:

1. During the nine-month intervention period, three- to five-year old handicapped children participating in Project LIFT will, on the average, increase their relative standing on empirically established norms for their age group by 20% on the Peabody Picture Vocabulary Test, the Visual Motor Integration Test, and the Assessment of Children's Language Comprehension Test.
2. The parents of preschool handicapped children will demonstrate satisfaction with the project by utilizing the programs to teach their child and through their responses on an attitudinal questionnaire.

Thirty-four children were selected to participate in the operational field test of Project LIFT because they scored below the tenth percentile on the Denver Developmental Screening Test. Pre- and post-test data were collected for each of these children on the Peabody Picture Vocabulary Test, the Visual Motor Integration Scale, and the Assessment of Children's Language Comprehension at the

Suggestions to Report Writers

*The abstract is a brief condensation of the larger report. It should contain a brief summary of each of the major parts of the report except for the Budget Section.*

*The report of the evaluation activities of the project is the heart of the abstract. It should contain a concise description of what can be concluded based on the evaluation data about the success of the project in meeting the objectives of Title IV.*

Problems With This Version

10. Too specific. At this rate, the report will be a 300 page book.

## PROJECT DESCRIPTION

Beginning March 1, 1978, two teachers (Jean Kelly and Bob Dixon) met with the principal of Wilson Elementary (Rosa Wilson), to discuss the problems they were having with their kindergarteners.

During the summer, they talked to several parents and early childhood specialists to try to understand why some of the children were so far behind the others. Finally, they realized that their children had special handicaps that impeded their progress.

In September, 1978, these teachers and the principal approached Mrs. Hansen, the Director of Special Education Programs for the Mountain View School District. Together, they began to plan a way to develop Project LIFT, a home and community-based . . . .

## ACCEPTABLE

PROJECT DESCRIPTION<sup>1</sup>

Developed over the past three years by the Mountain View School District, Project LIFT is a home and community-based intervention program for handicapped children (ages 3 to 5) living in rural remote areas. The program utilizes:

1. The parents of preschool and kindergarten handicapped children as intervention agents by providing them with a detailed and specific curriculum for their young handicapped children, training them in its use, and providing weekly monitoring; and
2. Existing preschool and community day care agencies to deliver additional services to young handicapped children by providing the current staff with curriculum materials that are coordinated with and supplement the programs and techniques being used by parents in the home.

Need to Which Project Was Responding

During the last five years, the Mountain View School District has been committed to completely fulfilling the mandates of Public Law 94-142 regarding the provision of a free and appropriate education to all handicapped children. In November, 1976 a special task force consisting of special education teachers, regular classroom teachers, central office administration, and representatives of Brigham Young University reported on their three-month-long evaluation of the status of special education within the district. Although they found that special education programs within the district were as good as most other programs throughout the state, they recommended that much additional progress could be made by moderately handicapped children if intervention were begun earlier. Since one of the top district priorities established by the Board of Education the previous

---

<sup>1</sup>Although certain elements have been changed, this model report is based substantially on an actual project operated by the Exceptional Child Center at Utah State University. This project is entitled the Multi Agency Project for Preschoolers (MAPPS).

Suggestions to Report Writers

*The project description section should be written so that a completely naive reader can understand in a few minutes basically what the project was designed to do and what approach was used.*

*The section describing the need to which the project was responding will generally be a brief summarization of the needs statement included in the original project application. However, any "new" needs which have surfaced during the operation of the project which further strengthen the necessity of having such a project should be described briefly.*

Problems

16. The project objectives appear to be in constant flux. That may be so; but at the end of a three-year period, the reader would expect to find some fairly stable terminal objectives.

17. The specific tests used to measure the children's progress are not described or even named properly.

## PROJECT OBJECTIVES

1. When the project first began, we intended to help pre-schoolers with handicaps "catch-up" to their non-handicapped counterparts. As the realities of the severe restraints placed on the children by their handicaps became apparent we adjusted our expectations. We decided that we would try to raise the childrens' relative standing on empirically established norms for their age group by 20% on several tests.

But now that we're approaching the end of the project, we're not sure that goal is realistic either. Perhaps 10% increase on the Peabody and 5% increase on the VMI would be sufficient.

During 1979-80, 34 children (19 boys and 15 girls) participated in Project LIFT. These children all suffered from moderate to severe handicapping conditions including mental retardation, cerebral palsy, sensory motor impairments and/or emotional handicaps. Two of the children were Native Americans, one Chicano, and the remainder, Caucasian.

### Project Objectives

The project objectives were:

1. During the nine-month intervention period, 3-5 year old handicapped children participating in Project LIFT will, on the average, increase their relative standing on empirically established norms for their age group by 20% as measured by the Peabody Picture Vocabulary Test (PPVT), the Visual Motor Integration Scale (VMI), and the Assessment of Children's Language Comprehension Test (ACLC).<sup>2</sup>
2. The parents of preschool handicapped children will demonstrate satisfaction with the project by utilizing the programs to teach their child and through their responses on an attitudinal questionnaire.

An evaluation of the effectiveness of the project focused upon both of these objectives.

### Historical Background

1979-80 represents the third year of the developmental project. During the first year of the project, curriculum materials were developed, critiqued by experts in the field, modified, and finalized into a draft form that could be used in implementing the project. During the second year of the project, these materials were used on a pilot basis with 10 handicapped children. The emphasis of the project during the second year was on formative

<sup>2</sup>For example, if a group of 36-month-old children scored, on the average, at the 30th percentile for their age group at the beginning of the program, this objective would be met if nine months later the average score of these children was the 36th percentile for their age group (now 45 months old).

### Suggestions to Report Writers

*Project objectives will also be generally taken from the original project application. Objectives may change during the course of the project development and implementation or may be tightened up as they are rethought. The objectives in the final report should be the final project objectives.*

*A brief section on historical background may be helpful for some projects in enabling the reader to understand the context in which the project was developed. Particularly for multi-year projects, it is frequently important to see how the final report for the current year ties into other activities which the project has undertaken or will be undertaking.*

Problems

27. The conclusions are seriously overstated.

28. No specific plans are given for how this project will continue when Title IV - C funds are no longer available.

29. One of the most critical parts of a title IV - C proposal is a description of the district's plans to continue the project, should it prove effective. Such a description is unfortunately omitted from this report.

CONCLUSIONS

Since the program is completely exportable, efficiently utilizes parents as the primary intervention agents, is judged by them to be the best program they have ever seen, and caused the handicapped students in Mountain View District to improve in ways they could not have done otherwise. We recommend that this program be used in Mountain View and be disseminated throughout the World. In fact, we feel this program is the answer to all handicapped students' needs.

### CONCLUSIONS

As noted in Figure 2 above, evaluation data collected by the project indicate that children make significantly greater gains as a result of the program than they would have made had they not been enrolled in the program. These gains represent approximately 2/3 of a standard deviation more growth than is made by the same age peers of these children on similar standardized tests. Gains of this magnitude are clearly not only statistically significant but educationally significant as well.

In sparsely populated areas effective intervention programs for preschool handicapped children are particularly difficult to implement because of a lack of trained personnel. Project LIFT represents a partial answer to this problem. During the three years in which it has been developed, implemented and evaluated, Project LIFT has demonstrated that parents can be trained to deliver interventions to handicapped three- to five-year-old children in receptive and expressive language, motor, self-help and social/emotional areas; and that handicapped children can be mainstreamed into existing community programs if individualized programs are provided for them. Additionally, the evaluation data indicate that parents are enthusiastic about the program, participate extensively in its implementation and feel that the program is valuable for their child. Since the program is completely exportable, utilizes parents as the primary intervention agents, is judged by them to be helpful, and demonstrates substantial intervention effectiveness; continued use and further dissemination of the program is warranted.

### FUTURE PLANS

Based on the evaluation data collected by Project LIFT as well as the feedback from administration and teachers in the district, the Board of Education has granted approval for the project to be continued during the coming year even though Title IV - C funds will not be available. The project director will continue working with the project by devoting 25% of his time to the operation. Staff members who have been responsible for working with parents and community service providers will continue to be employed by the project and it is anticipated that the number of children participating in the project

### Suggestions to Report Writers

*The Conclusions Section of the report should contain a summary statement of whether or not the project has been successful in meeting the objectives of Title IV. These conclusions should follow directly from the evaluation data. Be careful not to overstate conclusions (i.e., draw conclusions for which you have no real data).*

*A critical part of Title IV - C funding is that districts will continue to fund those projects which demonstrate their effectiveness after Title IV - C funding is completed. In this section you should state briefly your perceptions of the district's plans in this regard and what basis you have for such perceptions.*